

# *Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts*

## *Introduction*

### **What these documents are:**

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

### **Format of the documents:**

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

### **Suggestions for using the documents:**

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

**Important considerations:**

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

## **Grade 10 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Literature**

### **Key Ideas and Details**

**CC.9-10.R.L.1**     ***Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***

Level 1 Entering	Identify basic textual evidence by using pictures and a word bank to support simple story analysis (e.g., match a picture of an angry person with a word or phrase from the word bank).
Level 2 Emerging	Match a given, simple piece of evidence with a choice of given, simple explanations and explain why that explanation was selected, with a partner.
Level 3 Developing	Support an explicit or inferred concept provided by the teacher by finding evidence from a text, with a partner.
Level 4	Discuss in a small group the analysis of a short section of text, including

Expanding	supporting evidence from the text and an explanation of the connection between the supporting evidence and the analysis; then individually write a summary of the discussion.
Level 5 Bridging	Analyze text thoroughly, orally or in writing, by providing strong supporting evidence and a detailed explanation of the connection between that evidence and the analysis.

**CC.9-10.R.L.2     *Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.***

Level 1 Entering	Sequence sentence strips to show how a story changes from the beginning, to the middle, and to the end, with a partner.
Level 2 Emerging	Highlight key ideas or important information from visually supported leveled text; then sequence the key ideas and offer a possible theme from a word bank.
Level 3 Developing	Create a word bank with a partner, using appropriate nouns from a leveled text that connect to the main theme or central idea of the story; then individually write a theme sentence using this word bank.
Level 4 Expanding	Complete a key idea/supporting details graphic organizer about a text, with a partner; then individually write a theme sentence and provide supporting details from the text in support of the theme.
Level 5 Bridging	Develop a theme sentence and provide supporting details from the text to show how the theme is developed throughout the text.

**CC.9-10.R.L.3     *Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.***

Level 1 Entering	Match characters from an illustrated leveled story with one-word descriptors (e.g., <i>bad, good, happy, sad, love, hate</i> ).
Level 2 Emerging	Read a dialogue from a leveled story, and decide in a small group if it shows a positive or negative interaction between the characters.
Level 3 Developing	Compare and contrast a character from a leveled story with a real person, using a Venn diagram.
Level 4 Expanding	Write short descriptions of character traits for each character from a story, in pairs, citing text from the story to support the description.
Level 5 Bridging	Analyze the author's word choice and use of dialogue and explain in writing what the specific word choice reveals about the characters' development over time.

## Craft and Structure

**CC.9-10.R.L.4     *Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language***

***evokes a sense of time and place; how it sets a formal or informal tone).***

(No WIDA MPIs developed.)

**CC.9-10.R.L.5**     ***Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.***

(No WIDA MPIs developed.)

**CC.9-10.R.L.6**     ***Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.***

Level 1 Entering	Listen to a short, simple, visually supported story from outside the United States, and identify the nationality, language, and country reflected in the story (e.g., He is Australian, he speaks English, he comes from Australia), with a partner.
Level 2 Emerging	Read a short, simple, visually supported story from outside the United States, and identify the perspective of the narrator, from a scaffolded list of previously taught options, with a partner
Level 3 Developing	Read a leveled story from outside the United States, and match the narrator's perspective with a given list of options, based on evidence in the text.
Level 4 Expanding	Discuss in a small group how, in a given passage of a story from outside the United States, the author's perspective differs from the students' own, or from an American perspective; then individually summarize the discussion in writing, using a response sheet that includes sentence starters and transition vocabulary for comparing and contrasting.
Level 5 Bridging	Analyze, orally or in writing, the ways in which the author of a story from outside the United States portrays a particular point of view or cultural experience within a section of text.

## Integration of Knowledge and Ideas

**CC.10.R.L.7**     ***Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).***

(No WIDA MPIs developed.)

**CC.10.R.L.8**     ***Integration of Knowledge and Ideas***

(Not applicable to literature.)

**CC.10.R.L.9**      ***Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).***

(No WIDA MPIs developed.)

## **Range of Reading and Level of Text Complexity**

**CC.10.R.L.10**      ***Range of Reading and Level of Text Complexity: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.***

(No WIDA MPIs developed.)